

Priority 1: Engagement

Start with us, stay with us

Aboriginal and Torres Strait Islander students are confidently and consistently engaged in their learning. Positive steps are taken to increase the proportion of Aboriginal and Torres Strait Islander students enrolled in BCE Community of Schools and retain them as active and engaged students throughout their schooling.

Targets by the end of 2016:

- BCE Aboriginal and Torres Strait Islander student enrolments are at proportionate representation against school aged students across the Brisbane Archdiocese;
- Retention rates for Aboriginal and Torres Strait Islander students move towards those of non-Aboriginal and Torres Strait Islander students.

Indicative Activities:

- Each school takes affirmative action to increase enrolment of Aboriginal and Torres Strait Islander students to reflect the local community profile;
- Schools monitor student attendance and record reasons for non attendance;
- Schools have high expectations; schools track and monitor student engagement and learning;
- Each school takes affirmative action to increase retention rates of Aboriginal and Torres Strait Islander students;
- Each school provides student mentoring to support and promote continued enrolment;
- Each school takes affirmative action to build community partnerships;
- Appropriate professional learning opportunities are provided to build cultural competency among BCE staff;
- Each school develops a Reconciliation Action Plan or equivalent plan towards Reconciliation;
- Equitable and strategic resourcing supports student learning.

Priority 2: Literacy

Each student above and beyond the line

Ongoing monitoring and analysis of performance data and the implementation of effective pedagogy of literacy. Each Aboriginal and Torres Strait Islander student will progress their literacy learning through explicit teaching.

Targets by the end of 2016:

- NAPLAN Reading results will progress for all Aboriginal and Torres Strait Islander students ensuring achievement levels above the National Minimum Standard;
- Each Aboriginal and Torres Strait Islander student will demonstrate levels of progress that exceed the annual expected effect size, for non-Aboriginal and Torres Strait Islander students, in literacy and learning.

Indicative Activities; to support each Aboriginal and Torres Strait Islander student's literacy:

- Consistently communicate high expectations for literacy achievement to students and parents;
- Ensure all students receive regular explicit feedback on their literacy progress;
- Empower students to know where they are in their learning journey, next steps and helpful strategies;
- Each student's literacy progress and achievement is monitored and systematically recorded;
- Review and response practices are employed for all students;
- Build authentic relationships with parents and carers, engaging them in the learning process;
- Provide equitable and strategic resourcing to ensure each student receives support where needed;
- Establish processes, practices and tools to embed a culture of learning and high impact teaching.



We are called by Pope Francis to 'A revolution of tenderness' (Evangelii Gaudium (EG) (88)
as our young people synthesise faith, life and culture through their learning.

Purpose

Molum Sabe (The Aboriginal and Torres Strait Islander Strategy 2015-2016) is developed to bridge the gap in learning achievement and exceed learning expectations for each Aboriginal and Torres Strait Islander learner in the BCE Community of Schools.

Brisbane Catholic Education's Community of Schools believes: *Every learner is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity to life.*

Each Aboriginal and Torres Strait Islander student can achieve success in life and learning when diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world (adapted from Brisbane Catholic Education's Learning & Teaching Framework).

Context

Aboriginal and Torres Strait Islander students fully engage and thrive as learners when their spirituality, histories and cultures are honoured and valued.

Aboriginal and Torres Strait Islander students become active learners when trust and respect are visible and embedded in the school community.

Students become strong and confident in their identity and capacity to achieve when high expectations are set by themselves, their families, schools and communities.

As Pope John Paul II recognised in his historic address to the Aboriginal and Torres Strait Islander peoples at Alice Springs in 1986:

You are part of Australia and Australia is a part of you. And the Church herself in Australia will not be fully the Church that Jesus wants her to be until you (the Aboriginal and Torres Strait Islander peoples of Australia) have made your contribution to her life and until that contribution has been joyfully received by others.

Connections

Molum Sabe (The Aboriginal and Torres Strait Islander Education Strategy 2015-2016) connects with the BCEO Strategy Map 2013-2016 through the Delivering Excellent Learning and Teaching Strategy 2014-2016.

It complements the Strengthening Catholic Identity Shape Paper August 2014, and supports the BCE Aboriginal and Torres Strait Islander Policy Statement 2014.

Theory of Action

The Theory of Action is a conceptual model that clearly positions the **Molum** (student) at the centre. It identifies role holders and their relationships in supporting the student's learning.

The model calls on the **Sabe** (knowledge) of the extended community to enhance student engagement and learning. The model guides the continuous improvement process of learning to build capacity in the role holders to plan for further learning for each student through authentic assessment, evaluation and feedback.

BCEO Learning Leaders and those who provide education services to schools provide structured support through working collaboratively with external experts from within and beyond BCE. Access to expertise ensures that the support provided is underpinned by current research.

Molum (Mow/lum): Aboriginal for child (Yuggera);

Sabe (Sa/beh): Torres Strait Islander Creole word for knowledge / understanding / knowing.

Vision Statement

Each Aboriginal and Torres Strait Islander student in the BCE Community of Schools will become: a successful learner; confident and creative individual and an active and informed citizen who maintains a deep sense of identity and a place of belonging (adapted Melbourne Declaration).

Brisbane Catholic Education Community of Schools: Dreaming Australia

BCE Community of Schools dreams of a reconciled Australia as integral to a mature Australian identity.

We believe that a symbiotic partnership between Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander peoples will produce practical and recognised outcomes for young people to become 'active and informed citizens' (Melbourne Declaration) in a transformed Australia.

This partnership will promote proportionate representation of Aboriginal and Torres Strait Islander peoples across all areas of Australian society. *Molum Sabe* is a significant step to practical reconciliation in order to bridge the gap for each Aboriginal and Torres Strait Islander student's educational outcomes in BCE Community of Schools.

This strategy will be complemented by other strategic activities including the BCE Employment Strategy, which aims to increase the proportion of Aboriginal and Torres Strait Islanders within the BCE workforce.

